

### 1. What is our purpose?

#### To inquire into the following:

#### Transdisciplinary theme:

How we express Ourselves

#### Central idea

Sculpture explores, develops and expresses ideas

#### Summative assessment task(s):

Students will identify the techniques to creating a Totem sculpture and the elements that make a sculpture different to a two dimensional art work.

#### Assessment Tools:

Observation and journal reflection

Class/grade: Year 2

Age group: 6-7 year olds

School:

School code:

Title: Sculpture

Teacher(s): Jane Finnimore

Date: April- June 2011

Proposed duration: 8 weeks



PYP planner

### 2. What do we want to learn?

What are the key concepts (**form**, function, causation, change, **connection**, perspective, responsibility, **reflection**) to be emphasized within this inquiry?

#### Related Concepts:

What lines of inquiry will define the scope of the inquiry into the central idea?

Use your imagination as a source of ideas.

Understanding the importance of design in the creating process.

Understanding what a totem is?

#### What teacher questions/provocations will drive these inquiries?

What does the sculpture look like when viewed from the side?

Which is the best viewpoint?

What makes sculpture interesting?

How do we attach materials?

#### Provocations:

Exposure to contemporary and historical sculptors.

#### Learner Profile Focus

Reflection, Thinker, Open minded

### 3. How might we know what we have learned?

*This column should be used in conjunction with “How best might we learn?”*

What are the possible ways of assessing students' prior knowledge and skills?  
What evidence will we look for?

#### **Pre-Assessment:**

Discussion

looking at two and three dimensional artworks and asking students to identify the differences.

#### **Formative Assessment:**

Observation and design work in journals.

#### **Summative Assessment:**

Students will identify the techniques to creating a Totem sculpture and the elements that make a sculpture different to a two dimensional art work.

### 5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

permanent pens, paint glitter, beads, sequins, paper, journal, images of sculptures, scissors, pencils, pvc piping, glue gun, cardboard, Stanley knife, material, examples of contemporary and historical sculptors, including totem sculptures.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

### 4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

- Discuss what a sculpture is.
- Discuss what a totem is and look at examples.
- Explore imagination through the help of visualizations.
- Ask children to design an imaginary totem in their journal and colour.
- Begin creating design, students have free choice of materials but need to think about what would best suit their idea.

#### 6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

If I was to repeat this unit I would spend more time looking at indigenous totem sculptures so the creation of a totem could have more meaning.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

#### 7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

form: The students looked at the form of totem sculptures...imagery and we brainstormed how these differed from other sculptures and from paintings. They designed form to fit this shape using ideas from their imagination.

connection: The students connected their ideas of sculpture to their creations as well as prior skills developed eg: painting to create them.

reflection: The students were constantly reflecting throughout the process.

- demonstrate the learning and application of particular transdisciplinary skills?

- develop particular attributes of the learner profile and/or attitudes?

**8. What student-initiated inquiries arose from the learning?**

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

*At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.*

**What student-initiated actions arose from the learning?**

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

**9. Teacher notes**